

## Table of Contents

<b>Robin MEYER &amp; Antonia RUPPEL</b> <i>Teaching the Languages of Asia.</i> <i>An Introduction</i> _____	7
<b>Antonia RUPPEL</b> <i>Creating a Complete Online Environment for Ancient-Language Teaching</i> ____	17
<b>Todd KRAUSE, Hans C. BOAS, Danny LAW</b> <i>The Pedagogical Tipitaka:</i> <i>OER &amp; the Three Baskets of Ancient Language Instruction</i> _____	35
<b>Maiken MOSLETH-KING</b> <i>Towards a Pedagogy of Ancient Egyptian Language and Hieroglyphs</i> _____	63
<b>Robin MEYER</b> <i>Contextualising Ancient Language Teaching.</i> <i>The Case of Classical Armenian</i> _____	91
<b>Dirk SCHMIDT</b> <i>A Comprehensive Approach to Middle Tibetan.</i> <i>Developing Reading Comprehension &amp; Translation Skills for ‘Classical’</i> <i>Texts by Speaking Tibetan</i> _____	115
<b>Vance SCHAEFER</b> <i>Frog in a Well. Teaching Classical Japanese to Enhance the Linguistic</i> <i>Repertoire and Cultural Proficiency of Learners of Modern Japanese</i> <i>as an Additional Language</i> _____	141
<b>Maryam PAKZADIAN</b> <i>Teaching Persian Complex Predicates from a Pedagogical Construction</i> <i>Grammar Stance</i> _____	171
<b>Emine ÇAKIR &amp; Hiroe KAJI</b> <i>The Language Teachers’ Committee Workshops: an Oxford Case Study</i> ____	199
<b>Résumés</b> _____	221